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ABSTRACT

Behavioral objectives of the Zip Pak are to have the migrant child indicate 10 percent happier faces on the posttest; to have an equal number of blame-self, blame-others on the posttest; and to have 25 percent more praise-self on the posttest. The workbook for girls consists of an interest survey to help in creating stories related to the child's personal life, a test to indicate in a graphic way the child's feelings concerning special school subjects, and six questions dealing with praising self-praising others and blaming self-blaming others. Two stories developed by two third grade girls about their personal experiences are included. Among the activities are reading comprehension questions, drawing activities, and vocabulary development activities. (NQ)

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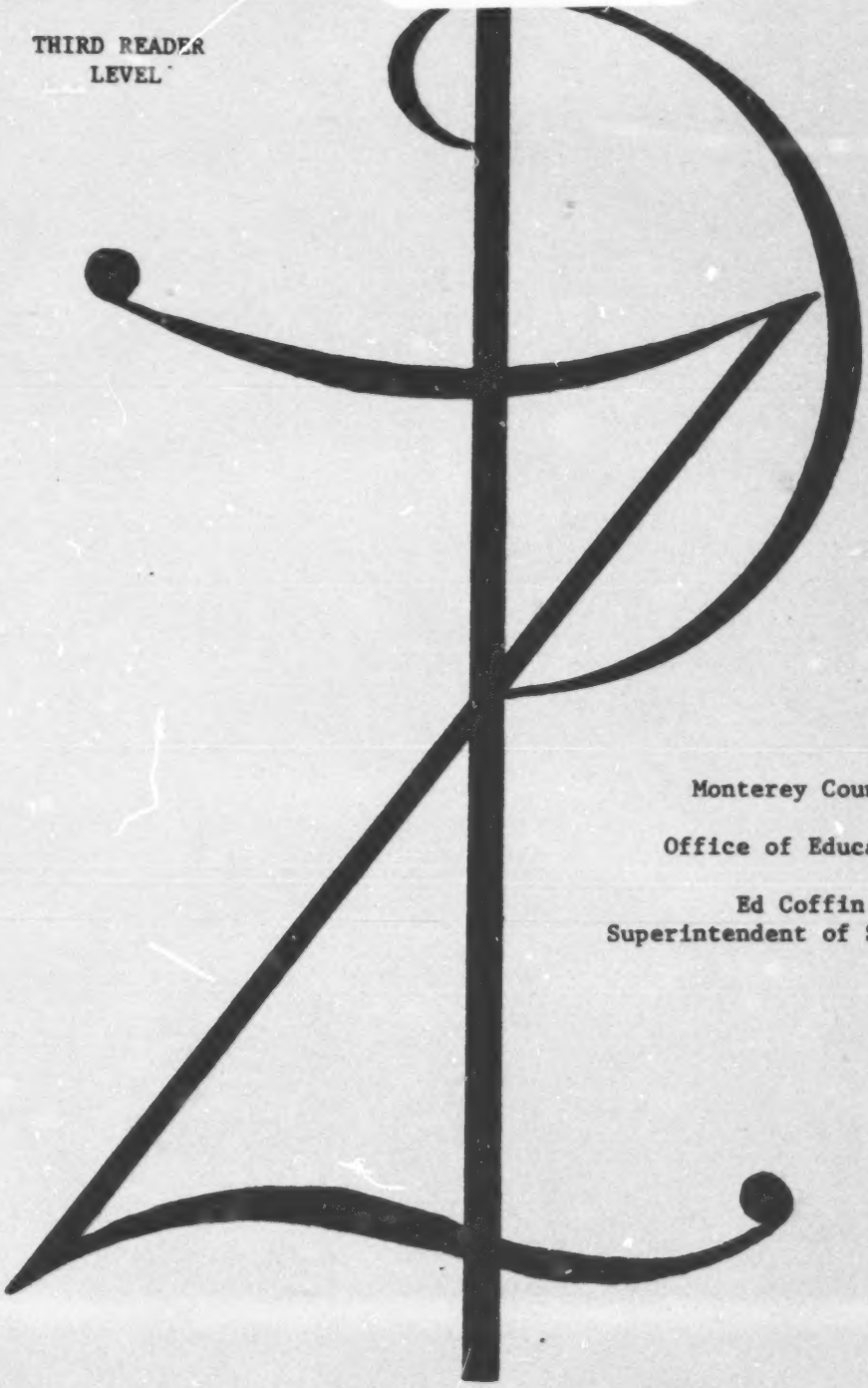
ZIP PAK
(GIRLS)

for

THIRD READER
LEVEL



Monterey County

Office of Education

Ed Coffin
Superintendent of Schools

RC009058

ZIP PAK

MATERIALS

Prepared
by
the members of

The Zip Pak Workshop

Dr. Norval C. Scott

(Program Associate, Project EDINN)

Co-Sponsored
by the
Monterey County Office of Education

Ed Coffin, Superintendent of Schools

and

by Project EDINN (EDucational INNovation)
(the Supplementary Educational Center, serving
Monterey, San Benito, Santa Cruz Counties, California

Beatrice Ann Ward, Acting Executive Director

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1968

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Last, but not least, a thank you to Julie Risdon, the secretary for the project, for her untiring efforts in meeting deadlines.

FOREWORD

The curriculum material that follows has been created by sixteen participants of a summer 1968 workshop, which had as its aim the production of a reading booklet to be used especially by migrant children. This booklet, called the Zip Pak, was to have these characteristics: (1) take about two weeks of class time; (2) appeal to the migrant child with his special set of needs; (3) be as interesting and creative as possible; and (4) have a built-in pre- and post-testing program for evaluation purposes. We leave it to the judgment of the teachers and pupils who use these Zip Paks whether or not the above criteria were met.

Several sets of Zip Paks were produced, ranging from the reading readiness level through the third level, and each Zip Pak has an accompanying Teacher's Manual to assist in its use.

These Zip Pak materials have been produced with the help of migrant children who attended a summer school program to which the teachers were attached. The four week duration of the workshop allowed time only for the grossest testing of new ideas, and the materials in the Zip Pak booklets are not the accomplished work to be expected from a major curriculum development project. The Zip Paks, at this stage, merely represent a first exploratory effort and are being presented with this question in mind: "To what extent are these ideas useful in pointing out a direction of movement for a future project?" The users of this booklet can help provide some answers to this question.

Norval C. Scott
Program Associate
Project EDINN

All tangled-up

Lap- Lap- Lap - Lap

PRE-TEST

Name _____ Age _____ Date _____

1. How do you like to spend your free time? _____

_____

2. Would you rather read mysteries, sports stories, fiction about boys and girls, or what? _____

_____

3. What do you like about moving from town to town? _____

_____

4. What do you dislike about moving from town to town? _____

_____

5. What would you want to do if you had enough money to do anything you wanted to do? _____

_____

6. Who would you like to be if you could be anyone else in your family?

_____

_____

7. Who would you like to be if you could be anyone in the world? _____

_____

_____

8. How do you feel in these subjects? Mark the way you feel.

Science

Arithmetic

Art

Music

Social Studies

Reading

Physical Education

Health

9. When you remember something you heard in class, is it usually

_____ a. because you tried hard to remember, or

_____ b. because the teacher explained it well?

10. If your parents tell you that you are bright or clever, is it more likely

_____ a. because they are feeling good, or

_____ b. because of something you did?

11. When you read a story and remember most of it, is it usually

_____ a. because you were interested in the story, or

_____ b. because the story was well-written?

12. When you have difficulty with a story at school, is it usually

_____ a. because you did not know the words, or

_____ b. because they were too hard?

13. If you solve a puzzle quickly, is it

_____ a. because it wasn't a very hard puzzle, or

_____ b. because you worked on it carefully?

14. When you read a story and can't remember much of it, is it usually

_____ a. because the story wasn't well written or

_____ b. because you weren't interested in the story?

ROSA'S FUZZY SURPRISE

Rosa was sound asleep in her warm little bed. She stretched herself and thought that she didn't want to climb out of her warm little nest and get dressed for school. What was that funny, squeaky sound over in the corner? Something was in a box on the floor! But where did the box come from and how did it get there without her knowing about it? It wasn't there when she went to bed. What a strange sound - like a kitten meowing. Yes, it was a kitten meowing.

Rosa wasn't asleep any longer! She jumped out of bed in a flash! It was a kitten - no, two kittens! But where did they come from? They must be for her because they were in her bedroom! Oh, happy days!

There were two tiny, fluffy kittens - one yellow and one sort of brown or gray. She stooped to pick one of them up; what a cute little thing! She played with it for a while, then she went out into the kitchen to ask one of her big sisters where the kittens had come from.

"Remember the baby kittens that Linda's mother cat had?" Bertha answered her.

"They were such tiny little things when I saw them," Rosa said.

"I know they were, but that was a month ago. They have their eyes open now and they can drink milk out of a saucer and eat ground meat. So they are ready to leave their mother and go to new homes. I thought that you might like two fuzzy little pets. Would you like to keep them for your very own?" Blanca, her other sister, said.

"Oh, goody, could I keep them for my very own? I'd be so happy and I'd take very good care of them. I'd feed them every morning and evening and I'd give them milk and I'd keep their box clean. Can I keep them,

please?"

"That's why I brought them home to surprise you! Yes, they are your very own little pets to keep and care for."

Rosa ran back into her bedroom and picked them both up. She had never been so happy. What could she name them? They were so fluffy and cute and they felt so soft and fluffy. She decided to call the yellow one Fluffy and the brown and gray one Skippy.

After Rosa came home from school that day, she played with her new little kittens. Rosa pulled a ball of string along the floor and they jumped on it and chewed on it until they got all tangled up in it. Rosa liked to watch them play with the ball of string until they got too tired to play any more. Rosa picked them up carefully and put them in the new box that she had fixed for them with a very soft pillow. She wanted them to be warm and happy. They might cry for their mother if they were cold and hungry. While they were asleep, she went to the store and bought them some hamburger and some milk. She also got them some canned cat food.

The kittens woke up from their nap, climbed out of their box, and went over to their dish. They started meowing and looking around for their food. Rosa gave them some of the food that she had just bought at the store. They started to eat it as fast as they could. They were so happy that you could hear them purr. Purr - purr - while their little pink tongues lapped up the milk. Lap - lap - lap - lap, until all the milk was gone. Meow - meow - meow, we want some more. Rosa gave them some more milk and they lapped until their little 'tummies' were so full that they could hardly walk.

Back to bed, you little 'butter-balls.' You'll get too fat to play with your ball any more," Rosa scolded them.

Every day Rosa fed her little kittens all that they could eat. They grew fatter and fatter and they slept more and more until they got so lazy that they weren't even any fun any more. Just two fat cats! They were more fun when they were little.

How do you keep baby pets tiny?

I LOVE LITTLE PUSSY

I love little Pussy,
Her coat is so warm,
And if I don't hurt her,
She'll do me no harm;
So I'll not pull her tail,
Nor drive her away,
But Pussy and I
Very gently will play.

Jane Taylor, page 88*

"Pussy-cat, pussy-cat,
Where have you been?"
"I've been to London
To visit the Queen."
"Pussy-cat, pussy-cat,
What did you there?"
"I frightened a little mouse
Under the chair."

Mother Goose, page 89*

THE CAT'S TEA PARTY

Five little pussy-cats, invited out to tea,
Cried:" Mother, let us go - Oh do! for good we'll surely be,
We'll wear our bibs and hold our things as you have shown us how -
Spoons in right paws, cups in left - and make a pretty bow;
We'll always say 'Yes, if you please,' and 'Only half of that.'"
"Then go, my darling children," said the happy Mother Cat.

The five little pussy-cats went out that night to tea.
Their heads were smooth and glossy, their tails were swinging free;
They held their things as they had learned, and tried to be polite;-
With snowy bibs beneath their chins they were a pretty sight.
But, alas, for manner beautiful, and coats as soft as silk!
The moment that the little kits were asked to take some milk,
They dropped their spoons, forgot to bow, and - oh, what do you think?
They put their noses in the cups and all began to drink!
Yes, every naughty little kit set up a mew for more,
Then knocked their tea-cups over, and scampered through the door.

Frederick E. Weatherly, page 259*

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* Time for Poetry, compiled by May Hill Arbuthnot, published by Scott, Foresman & Co., Chicago, Illinois. 1959 Edition.

Choose some words that tell how Rosa felt in the story:

surprised	silly	anxious	nervous
thrilled	interested	excited	eager
angry	afraid	stupid	frisky
happy	friendly	curious	wonderful
loving	jealous	thankful	hopeful
pleased	timid	uncertain	wanting to be liked
proud	uncertain	startled	disappointed
sorry	sad	teasing	wiggly
unhappy	solemn	serious	merry
astonished	lazy	lively	stubborn
sleepy	stupid	lucky	lively
quiet	disgusted	horrified	hungry
shaky	weary	satisfied	beaten
protective	unlucky	loved	grateful

Choose 4 words that describe how Rosa felt in the story:

What happened to make her feel that way?

Find all the words in the story that are compound words:

List as many other compound words as you can think of:

Describing words.

Describing words make our reading much more interesting. They tell us more about our reading.

The cat caught a bird.

The yellow cat caught a blue bird.

The word yellow describes the cat.

The word blue describes the bird.

Yellow and blue are describing words.

* *

Underline the new describing words in each sentence:

The dog ran.

The dog ran after the ball.

The brown dog ran after the ball.

The brown and white dog ran after the ball.

The brown and white spotted dog ran after the ball.

The brown and white spotted little dog ran after the ball.

The brown and white spotted little dog ran down the hill after the ball.

The brown and white spotted little dog ran down the steep hill after the ball.

The brown and white spotted little dog ran down the steep green hill after the ball.

The brown and white spotted little dog ran down the steep green hill after the bouncing ball.

The brown and white spotted little dog ran down the steep green hill after the bouncing rubber ball.

The brown and white spotted little dog ran down the steep green hill after the bouncing rubber ball that his master had thrown for him.

* *

Make a list of all the describing words in the group of sentences on the preceding page.

Write as many words as you can that could describe a kitten like Rosa had in her story.

* *

Write a describing word in the blank space in each phrase:

a _____ sunset two _____ puppies

the _____ car very _____teachers

those _____children _____horses

a _____ _____house some _____ _____ trees

every _____ mother the _____ _____ house

a _____ cow and a _____ pony

The _____cowboy got on his _____ _____ horse and _____ rode over the _____ hills to his _____ bunkhouse. He took off his _____ and _____ climbed into _____.

Look in the dictionary for five interesting describing words that you think are fun and that are new to you. Write down each word with its pronunciation and its meaning. Write a sentence using this new word.

Context clues help determine new words:

* Draw pictures in the blank spaces to make your very own story.

Once upon a time a little _____ got out of _____ and put on her _____ and _____ and _____. She went down the _____ and said "good morning" to her _____; sat down at the _____ on her _____. She ate all of her _____ and _____; gave her _____ a pat on the head; and dashed out the _____; jumped on her _____ and rode to _____. When she got there, she had a very good time playing with her _____ and _____.

Vocabulary:

stretch	because	rang	itch	bought
stretched	cause	sang	pitch	brought
stretching	saucer	hang	stitch	thought
		tang	kitchen	ought
		tangled		fought
		angled		sought

old	itch	bit	peak	new
cold	witch	lit	speak	threw
scold	kitchen	sit	squeak	knew
scolded		mitten	squeaky	blew
scolding		kitten		chew
				chewed

men
member
membership
remember
remembered
remembering

Sight words:

tongue
tongues

Contractions:

wasn't
that's
didn't
I'd
you'll
weren't

A NEW SCHOOL - AN OLD FRIEND

Esther had gotten up very early this morning. She ate her breakfast in a hurry, made her bed and hung up her clothes in the closet. Then she made her daddy's lunch because he always gave her an allowance for fixing his favorites - tacos and beans with chili and hot coffee in his thermos. Just for a surprise, she would tuck in an orange and maybe some candy.

After she had done all the things that she had to do before she went to school, she put on her prettiest dress and her new hair ribbon and dashed out the door.

"Oh, I forgot my new green bathing suit and my bath towel, so I can go swimming," she said out loud to herself. She ran into the house, grabbed her suit and towel and away she went to meet her friends. She was to meet them at the corner so they could wait for the bus together.

You see, today was the first day of a new kind of school. Esther wondered if she would know any of the other children at school. She really hoped that she would know at least one little girl.

"Here it comes!" shouted all the children as the big yellow bus came into sight.

Everyone climbed into the big high bus and sat in the seats next to the windows. This was fun! She felt so important! If only her daddy could see her now! He would be so proud of her.

"I must remember to say 'please' and 'thank you' today," she told her self. She wanted everyone to like her today and if she was polite everyone would like her better.

Finally, the bus stopped at the new school and Esther waited until all the other children got out. Then she climbed down the big steps with her

bathing suit and her brown towel. She looked around until she found her room with the right number on it. Her new teacher smiled at her and said that she was glad to have Esther in her room. Esther remembered to say "thank you."

She waited for all the other children to come into the room. No, she didn't know anyone at all. But everyone was very nice and friendly. But still she was a little bit disappointed.

"Well, I'll just wait until recess," Esther quietly said.

Out on the playground she started to look into every little face to see if she knew anyone. No, there just wasn't any one that she knew.

"Oh, well, I'll just play with everyone and have a good time anyway."

So Esther walked over to watch some girls that were jumping rope. They asked her if she would like a turn, too. Esther was very good at jumping rope. She sand the little song as she jumped:

I love coffee,
I love tea,
I'd love _____
To come in with me.

The next girl "in" said to her, "Aren't you Esther?"

"Yes, but aren't you Rosa Olivo?" Esther said. "I didn't recognize you because you had long hair when I knew you in Phoenix. You had your hair cut!" They both started laughing. What a good joke!

"I had a friend here all the time and I didn't even know her!"

One of her friends from the other school was here! Now everything was perfect! You see, they had been close friends when they went to school together in Arizona. Now they could be close friends again.

Comprehension Skills

Choose some words that tell how Esther felt in the story:

silly	anxious	nervous	afraid
interested	eager	angry	curious
happy	surprised	friendly	hopeful
loving	jealous	thankful	talkative
timid	uncertain	startled	wiggly
proud	disappointed	teasing	astonished
sorry	sad	merry	sleepy
solemn	serious	stubborn	disgusted
lazy	lively	quiet	shaky
stupid	lucky	hungry	beaten
horrified	hurried	protective	wanting to be liked
weary	satisfied	excited	

Choose 4 words that describe how Esther felt in the story:

What happened that made her feel that way?

Find all the words in the story that are compound words:

List as many other compound words as you can think of:

Context clues help determine new words:

Draw pictures in the blank spaces to make your very own story.

Once upon a time a little _____ got out of _____ and put on his/her _____ and _____ and _____. He/she went down the _____ and said "good morning" to his/her _____; sat down at the _____ on his/her _____. He/she ate all of her _____ and _____; gave his/her _____ a pat on the head; and dashed out the _____; jumped on his/her _____ and rode to _____. When he/she got there, he/she had a very good time playing with his/her _____ and _____.

Draw a picture of how he/she felt.

Vocabulary

port	point	won	person
import	appoint	wonder	perhaps
important	appointed	wondered	perform
importantly	appointment	wondering	perfect
importance	disappoint	wonderful	perfectly
	disappointed		perfume
	disappointment		

care	men	sung	side
stare	member	stung	slide
snare	remember	hung	stride
blare	remembered	lung	cider
square	remembering	sprung	decide
		jungle-gym	

how	quit
now	quite
allow	quiet
allowance	quietly

Sight words:

recess
recognize
Phoenix
Arizona

Attack words:

flavor	her	pretty	pin	fine
favor	term	prettier	win	final
favorites	thermos	prettiest	window	finally

POST-TEST

Name _____ Date _____ Age _____

1. How do you feel in these subjects? Mark the way you feel.

Science

Arithmetic

Art

Music

Social Studies

Reading

Physical Education

Health

2. When you remember something you heard in class, is it usually

_____ a. because you tried hard to remember, or

_____ b. because the teacher explained it well?

3. If you parents tell you that you are bright or clever, is it more likely

_____ a. because they are feeling good, or

_____ b. because of something you did?

4. When you read a story and remember most of it, is it usually

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_____ b. because the story was well-written?

5. When you have difficulty with a story at school, is it usually

_____ a. because you did not know the words, or

_____ b. because they were too hard?

6. If you solve a puzzle quickly, is it

_____ a. because it wasn't a very hard puzzle, or

_____ b. because you worked on it carefully?

7. When you read a story and can't remember much of it, is it usually

_____ a. because the story wasn't well written or

_____ b. because you weren't interested in the story?